

HCR

18

FISCAL NOTE

REQUEST:

Revision Date: _____ Agency Affected: Legislature
 Title: Establishing the Joint Committee BRU: Legislative Council
on School Performance
 Sponsor: Maclean Components: _____
 Requestor: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94
PERSONAL SERVICES	0	48.1	48.1	0	.0	0
TRAVEL	0	15.8	15.8	0	0	0
CONTRACTUAL	0	3.0	3.0	0	0	0
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0	66.9	66.9	0	0	0

CAPITAL						
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REVENUE						
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FUNDING: (Thousands of Dollars)

GENERAL FUND	0	66.9	66.9	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL	0	66.9	66.9	0	0	0

POSITIONS:

FULL-TIME		1.0	1.0			
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

See attached page

Prepared by: Jim Nordlund, Professional Assistant Phone: 465-3759
 Division: House HESS Committee Date: 4-11-89

Approved by Commissioner: _____ Date: _____
 Agency: _____

Distribution (by preparer):
 Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget
 Impacted Agency(ies)

The Joint Committee on School Performance will continue the work of the Senate Special Committee on School Performance and includes:

- 3 House members
- 3 Senate members

The Joint Committee on School Performance will:

- Review the work of the Senate Special Committee on School Performance
- Identify subjects for priority legislative attention
- Review the latest achievement test data and surveys
- Monitor school improvements thus inaugurated
- Address policy issues needing further examination such as:
 - Teacher certification
 - Administrator certification
 - Tenure
 - Evaluation
 - Categorical Programs such as
 - Special education
 - Bilingual education
 - Collective Bargaining
 - Administrative consolidation
 - Other areas relating to school performance such as:
 - boarding schools
 - social service agencies link with schools
 - tuition vouchers
 - school accreditation

The Research Assistant, at the direction of the Committee, will examine the State education delivery system and recommend reforms leading to the enhancement of school performance. The position will continue through the first session of the Seventeenth Alaska State Legislature in order to provide support to committees considering school performance legislation.

Projected expenses for the Joint Committee on School Performance are as follows:

Personal Services -	
Staff for the Committee: Research Assistant, Range 17, Step A	
	48,100
Travel - 5 trips @ 366 x 6 members	10,980
2 days per diem (\$80)	
5 trips x 6 members	4,800
Contractual - Advertising/Public Notices	<u>3,000</u>
	66,880 = 66.9

Supplies - Will come from existing Legislative Council and Legislative Operating supplies.

Equipment - Will come from existing Legislative Council and Legislative Operating equipment.



NEA-ALASKA

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JUNEAU, ALASKA 99801
(907) 586-3090

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435

March 21, 1989

To: Representative Eileen MacLean
From: Judy Salo, NEA-Alaska President *JJS*
Re: HCR 18 and HB 203
Preliminary Reaction Paper for Sponsor Only

HCR 18 - Establishing the Joint Committee on School Performance

The idea and motivation for establishment of a special committee on school performance is commendable. NEA-Alaska supports and encourages any proper and positive focus on education and the improvement of educational services in Alaska.

The scope of activity and responsibility for a legislative task force on school performance is best focused on obtaining constituent input and statutory review of education law. If the purpose is broader than that, then perhaps the task force should be expanded to include expertise from various interest groups, and certainly from the profession.

If the intent and purpose of the Joint Committee on School Performance is primarily to examine education in rural Alaska then perhaps that should be clearly stated in the title or the body of the resolution.

We will certainly not oppose this resolution. We do, however, have a few reservations about the effect that another committee or task force will actually have on education. It is very difficult to legislate education reform because the best efforts to change educational practice are made at the school level. There were some suggestions on how to facilitate local change in the Hensley Report and an effort to implement those suggestions might come as a result of this follow-up committee.

HB 203 - An Act relating to requirements for teacher certificates and accounting for teacher certificate fees; and defining teacher.

There is little doubt that you have tackled a serious problem with the draft of HB 203. Working it out is difficult at best and we have particular problems with the issue for the following reasons:

1. In this age of education reform we are hearing a cry for higher standards for teachers in regards to initial certification.
2. At the same time we believe in the value of the Native language and culture programs, and for that matter the services that are being rendered by ROTC instructors in Anchorage and the Type D Vocational instructors.



HOUSE COMMITTEE REPORT

(7)

Date Referred: February 21, 1989

FURTHER REFERRALS: FINANCE

Date of Committee Action: 4/11/89

The HEALTH, EDUCATION, & SOCIAL SERVICES Committee considered:

HCR18

HOUSE CONCURRENT RESOLUTION NO. 18

[JOINT COMMITTEE ON SCHOOL PERFORMANCE]

Establishing the Joint Committee on School Performance.

RECOMMENDS:

- replacing with CSHCR 18 (HESS) the same title
 the attached amendment(s) a new title
 do pass
 do not pass
 no recommendation
 individual recommendations
 additional referral to the _____ Committee

ADOPTS: _____ letter of intent

ATTACHES NEW FISCAL NOTE(S):

- fiscal impact
 zero fiscal note
 zero with analysis

APPROVES PREVIOUS:

- fiscal note(s) published: _____
 zero fiscal notes(s) published: _____

SIGNING DO PASS:

J. Ellis
Peter...
...
...
Chris Davis

SIGNING OTHER THAN DO PASS: (Do Not Pass, No Recommendation, Amend)

J. Ellis
Chairman's signature

ALASKA STATE LEGISLATURE

Representative Eileen Panlgeo MacLean
P.O. Box 290
Barrow, Alaska 99723



Chairman
Community & Regional Affairs
Committee

Vice-Chairman
State Affairs Committee
Bush Caucus

Member Finance Subcommittee
Community & Regional Affairs
Education
Corrections

WHILE IN JUNEAU

Box V
Juneau, Alaska 99811
465-4525
465-4833

HOUSE OF REPRESENTATIVES

MEMORANDUM

District 22
Ambler
Anaktuvik Pass
Atkasuk
Barrow
Buckland
Deering
Kaktovik
Kiana
Kivalina
Kobuk
Kotzebue
Noatak
Noorvik
North Slope
Borough
Northwest Arctic
Borough
Nuiqsut
Point Hope
Point Lay
Selawic
Shungnak
Wainwright

TO: All Legislators

FR: Representative Eileen P. MacLean

DATE: March 3, 1989

SUBJ: HCR 18 Establishing the Joint
Committee on School Performance

Eileen P. MacLean

For your information, attached is a copy of the HCR 18 relating to the Establishment of a Joint Committee on School Performance. This committee would continue to explore the steps that could be taken to bring about higher levels of student achievement in basic skills and other areas. The committee would also help to encourage broad public participation in continued exploration of school performance issues.

Most legislatures undertaking school reform spend two to three years in the effort. The Senate Special Committee on School Performance was successful in identifying several issues and recommending solutions to improve the quality of school performance. However, many issues were left unresolved. Because of the complexity of the issues that underlie the recommendations, the need to continue the special committee on school performance as outlined in the committees' final report is evident.

Here are brief descriptions of some of the policy issues that need further examination:

Teacher certification. The State Board and Department of Education are presently reviewing and considering what changes ought to be made to teacher preparation and certification requirements contained in the regulations. The efforts to improve the schooling process by other states often deviate from traditional to competency based requirements for certificate renewal. The basic foundation requiring outstanding teaching and administrative talent. As it now exists, numerous Alaskan Superintendents have founded the teacher preparation for certification to be lacking.

Administrator certification. Research has indicated that the school principal is the key component for establishing the quality standards for a school. With this as a qualifier, one state is requiring competency by constituting effective parent/school relationship, initiating a high quality school climate and proving instructional leadership before the administrator's certificate can be renewed.

Tenure. The Association of Alaska School Boards has called for an amendment of the current 2-year teacher tenure law to be extended to 5 years. Comments made by superintendents range from support for that proposition to a more extreme view, i.e. 1). "Many average teachers....tend to become stagnant and weak quickly after becoming tenured." 2). "Abolish tenure." On the other spectrum, teacher representatives don't view the present tenure law as the problem but state that it is the failure of school districts by not establishing and carrying out effective teacher evaluations.

Evaluation. The testimony recommendation was that the issue of teacher/administrator evaluations be critically reviewed. Some administrators utilize teacher evaluations as tools for recommending to inept teachers to

choose other occupations. There are reports, though, that some local teacher organizations exert pressure upon school administrators to avoid unfavorable evaluations of members. For example, one witness called for external review by peers of superintendents' performance to assist boards in reaching decisions about renewal of contracts. Other states and districts require student participation in the evaluation process and researchers support both that approach and peer review. Both are permitted by regulation, but neither is required.

Categorical programs. Two kinds of problems were called to the committee's attention. The first was a concern of parents whose children are placed in "special education" on the basis of perceived deficits in linguistic or social skills, even though the parents disagreed with the decision. The second concern voiced by superintendents was over the disruption caused by "pull-out" programs for special categories of children. These are usually federally funded and regulated programs. A process of review is needed which might produce prospective remedies.

Collective bargaining. As a means of removing from the local arena what is often an adversarial contest, three recommendations were submitted for statewide negotiations with teacher organizations. One said it was the "number one thing the legislature could do to improve student performance." Rural spokesmen said the tensions arising through the whole process of negotiations stand in the way of bringing about the community-school unity which is needed. Some jurisdictions in other states have discovered means of conducting collective bargaining but avoided the kind of results occasionally reported. It is a complicated issue, with additional information with the essentiality of the committee being formed the proposal could be further evaluated.

Administrative consolidation. Districts with minimal enrollment of students have

reported the hardship imposed on them for regulatory written reports by the Department of Education. Most of the single or dual school district sites have limited monies to employ sufficient staff members. For example, one superintendent declined to answer our questionnaire because he did not have any staff members. Others described their need for technical assistance which large districts can provide for themselves. As noted earlier, increasing the importance of school advisory panels in rural communities might allow the consolidation of administrative functions without reducing local control.

Other. A few illustrations: Since many rural students are turned away from Mt. Edgecumbe as are admitted, is there a need for another boarding school? Does a large number of computers in schools represent unrealized promises? Can the energies of social service agencies and schools be linked in new ways which may help schools and students in their tasks? Should tuition vouchers be offered to allow greater choice in schools? What types of issues are to be considered if the state required all schools to be accredited? Can correspondence coursework become the basis of mastery learning in classrooms? Can the Teacher Scholarship Loan Program be modified to increase the number of Native teachers in rural areas?

c. The committee should also review the latest achievement test data and surveys, and monitor school improvements which have been inaugurated.

d. Even though some superintendents did not welcome legislative interest in this area in fact, one declined to reply to our questionnaire, one urged continuation of the committee and several applauded the committee for its broad concern with the quality of schooling. The School districts and the Alaska Federation of Natives has urged its continuation.

SPEECH ON HCR 18 TO HOUSE HESS COMMITTEE

March 31, 1989

This committee would continue to explore the steps that could be taken to bring about higher levels of student achievement in basic skills and other areas. The committee would also help to encourage broad public participation in continued exploration of school performance issues.

Most legislatures undertaking school reform spend two to three years in the effort. The Senate Special Committee on School Performance charired by Former Senate Willie Hensley, was successful in identifying several issues and recommending solutions to improve the quality of school performance. However, many issues were left unresolved. Because of the complexity of the issues that underlie the recommendations, the need to continue the special committee on school performance as outlined in the committees' final report is evident.

At this time, I would like to state some of the policy issues that need further examination: (I will summarize from my memo of 3/3/89)

Teacher certification. The State Board and Department of Education are presently reviewing and considering what changes ought to be made to teacher preparation and certification requirements contained in the regulations.

Administrator certification. Research has indicated that the school principal is the key component for establishing the quality standards for a school. This needs to be further resolved.

Tenure. The Association of Alaska School Boards has called for an amendment of the current 2-year teacher tenure law to be extended to 5 years. The complexity of tenure continues to be a recurring problem and needs to be put to rest for now until this joint committee further explores this issue.

Evaluation. The testimony recommendation was that the issue of teacher/administrator evaluations be critically reviewed.

Categorical programs. Two kinds of problems were called to the committee's attention. The first was a concern of parents whose children are placed in "special education" on the basis of perceived deficits in linguistic or social skills, even though the parents disagreed with the decision. The second concern voiced by superintendents was over the disruption caused by "pull-out" programs for special categories of children. These are usually federally funded and regulated programs. A process of review is needed which might produce prospective remedies.

Collective bargaining. As a means of removing from the local arena what is often an adversarial contest, three recommendations were submitted for statewide negotiations with teacher organizations. One said it was the "number one thing the legislature could do to improve student performance." Rural spokesmen said the tensions arising through the whole process of negotiations stand in the way of bringing about the community-school unity which is needed.

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c. The committee should also review the latest achievement test data and surveys, and monitor school improvements which have been inaugurated.

d. Other issues can be looked into such as the questions that were raised in yesterday's HESS meeting with the State Brd. of Ed. such as 1). What role should the state play in addressing failing achievement by individual students and school districts? 2). Should the Dept. of Ed. offer technical assistance to school districts in addition their responsibility of monitoring educational programs? 3). Researching or assessing the creation of regional schools in some hub towns, 4). Other ideas are welcome.

STATE OF ALASKA BILL VERSION: HCR 18
 1989 LEGISLATIVE SESSION PUBLISH DATE: 2/21/89

FISCAL NOTE

REQUEST: _____

REVISION DATE: _____
 TITLE: Establishing the Joint
 Committee on School Performance
 SPONSOR: MACLEAN, HUDSON, GOLL
 REQUESTOR: _____

AGENCY: Legislature
 BRU: Legislative Council
 COMPONENTS: Council & Subcommittees

EXPENDITURES/REVENUES: (THOUSANDS OF DOLLARS)

OPERATING	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94
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SUPPLIES						
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LAND/BUILD.						
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MISCELLANEOUS						
TOTAL	0	66.9	66.9	0	0	0
CAPITAL						
REVENUE						

FUNDING: (THOUSANDS OF DOLLARS)

GENERAL FUNDS	0	66.9	66.9	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL	0	66.9	66.9	0	0	0

POSITIONS:

FULL-TIME	0	1.0	1.0	0	0	0
PART-TIME						
TEMPORARY						

ANALYSIS:

PREPARED BY: Senator John Binkley

DATE: 3/14/89

PHONE No.: 4985

The Joint Committee on School Performance will continue the work of the Senate Special Committee on School Performance and includes:

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NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

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2118 CUSHMAN STREET
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(907) 456-4435

March 27, 1989

To: Representative Johnny Ellis, Chair
Members, House HESS Committee

Re: House Concurrent Resolution No. 18:
"Establishing the Joint Committee of School
Performance."

NEA-Alaska supports and encourages a positive focus on public education and any opportunity to improve educational services in Alaska.

The March 3 Memorandum from the sponsor to all legislators is an energetic statement of policy issues which would be considered by this joint committee. If such is to be the scope and focus for such a committee then we strongly encourage that the committee be expanded to minimally include classroom teachers since they are directly responsible for delivery of programs and services to students.

Legislation of educational reform is difficult at best. Positive change in educational practices and programs at the school or building level is best achieved when the professionals meaningfully participate in the analysis of the problem(s) and in the decisions relative to their resolution.

Some of the premises and the conclusions in the March 3 Memorandum and in the Hensley Report will require in depth consideration by a variety of respondents before their validity can be conclusively established.

Successful implementation of any educational reform effort will require a unified consensus from all of the interests: administration, employees, school boards and the public.

NEA-Alaska is anxious and willing to work in cooperative ventures to this end.

Thank you for your consideration of our position.

Respectfully submitted,

Bob Manners

Bob Manners
Executive Secretary

Judy Salo

Judy Salo
President

cc: Representative Eileen MacLean

ALASKA FEDERATION OF NATIVES, INC.

411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3611



Recd
3/17/89

March 15, 1989

Rep. Eileen MacLean
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

I am writing on behalf of the Alaska Federation of Natives to support House Concurrent Resolution 18 that would establish the Joint Committee on School Performance.

The establishment of this committee to continue the important work of the Special Senate Committee on School Performance has received wide support in the Native community. Delegates attending the 1988 AFN Convention recommended that such a committee be established through passage of Resolution 88-38. I have enclosed a copy of this resolution which outlines the convention support.

If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

A handwritten signature in cursive script that reads 'Janie Leask'.

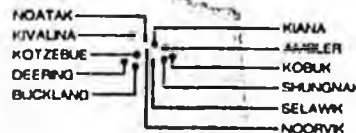
Janie Leask
President

enclosure

Northwest Arctic Borough School District
BOX 51
KOTZEBUE, ALASKA 99752
(907) 442-3472

RECEIVED

MAR 28 1989



March 22, 1989

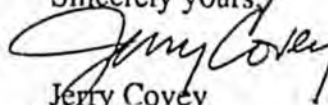
Representative Eileen MacLean
Alaska State House
P.O. Box V
Juneau, AK 99811

Dear Eileen:

I have had an opportunity to review House Concurrent Resolution 18 establishing the Joint Committee on School Performance. We are in support of establishing a Joint Committee of School Performance to continue the work of the Senate Special Committee examining and responding to the concerns expressed by the public during the public testimony given to the Senate Special Committee.

If you wish further information from us concerning the establishment of this joint committee please contact me at your convenience.

Sincerely yours,


Jerry Covey
Superintendent

ALASKA FEDERATION OF NATIVES, INC.



411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3811

March 15, 1989

Rep. Sileen MacLean
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

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The establishment of this committee to continue the important work of the Special Senate Committee on School Performance has received wide support in the Native community. Delegates attending the 1988 AFN Convention recommended that such a committee be established through passage of Resolution 88-38. I have enclosed a copy of this resolution which outlines the convention support.

If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

Janie Leask
President

enclosure

ALASKA FEDERATION OF NATIVES, INC.

1988 ANNUAL CONVENTION

RESOLUTION NO. 86-38

A resolution urging the 16th Alaska Legislature to help assure improvements in public schooling by continuing the work of the Senate Special Committee on School Performance.

Whereas, test data and other estimates of school performance indicate that several thousands of Alaska's students will face difficulties in successfully moving on to their next level of education, or obtaining work at reasonable wages, or in other ways shaping worthwhile and satisfying lives for themselves; and

Whereas, these circumstances led the Senate, during the 15th Legislature, to establish a Senate Special Committee on School Performance to explore what steps should be taken by the State to help assure that all children and youth benefit from schooling; and

Whereas, that committee, chaired by Senator Willie Henzley of Kotzebue, has gathered information relating to issues of school performance and has disseminated it to key organizations, stimulating broad interest in improving education in Alaska; and

Whereas, that committee has conducted the first two of five planned hearings at which students, parents, and educators have identified issues and proposed actions that promise improvements in schooling; and

Whereas, at its first hearing alone, the committee heard nineteen hours of testimony from persons across the state on the needs for improvements in the education of Natives and other minorities; and

Whereas, the State Board of Education has a broad agenda of initiatives that it is pursuing toward the improvement of public education; and

Whereas, these undertakings by the Board, and other organizations that aspire to help make schools more effective, would be immeasurably enhanced by sustaining the efforts now underway by the Senate Special Committee on School Performance.

BE IT RESOLVED, the Alaska Federation of Natives strongly urges the 16th Alaska Legislature to continue the work of the Senate Special Committee on School Performance by establishing a Special Committee on School Performance.

COMMITTEE RECOMMENDATION: DO PASS

CONVENTION ACTION: PASSED

ALASKA FEDERATION OF NATIVES, INC.



411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3611

March 15, 1989

Rep. Eileen MacLean
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

I am writing on behalf of the Alaska Federation of Natives to support House Concurrent Resolution 18 that would establish the Joint Committee on School Performance.

The establishment of this committee to continue the important work of the Special Senate Committee on School Performance has received wide support in the Native community. Delegates attending the 1988 AFN Convention recommended that such a committee be established through passage of Resolution 68-38. I have enclosed a copy of this resolution which outlines the convention support.

If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

Janie Leask
President

enclosure

ALASKA FEDERATION OF NATIVES, INC.

1988 ANNUAL CONVENTION

RESOLUTION NO. 88-38

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Whereas, these undertakings by the Board, and other organizations that aspire to help make schools more effective, would be immeasurably enhanced by sustaining the efforts now underway by the Senate Special Committee on School Performance.

BE IT RESOLVED, the Alaska Federation of Natives strongly urges the 16th Alaska Legislature to continue the work of the Senate Special Committee on School Performance by establishing a Special Committee on School Performance.

COMMITTEE RECOMMENDATION: DO PASS

CONVENTION ACTION: PASSED

Governor's Council on Vocational Education

David Rees
Chair

Jim Schlegel
Vice Chair



Rosie Peterson
Executive Director

Mary Stone
Administrative Assistant

211 Fourth Street, Suite 101 • Juneau, Alaska 99801
(907) 586-1736

March 28, 1989

Representative Eileen P. MacLean
Alaska State House of Representatives
Post Office Box V
Juneau, Alaska 99811

SUBJECT: House Concurrent Resolution 18

Dear Representative MacLean:

On behalf of the Governor's Council on Vocational Education, I would like to extend the Council's support of House Concurrent Resolution 18, which establishes a Joint Committee on School Performance. The Council has reviewed "*Helping Schools Succeed At Helping Children Learn*," the Report of the Senate Special Committee on School Performance, and believe it is a good start. But it is just that, a good start. While the Special Committee was successful in identifying issues and offering recommendations, there are other issues that have still not been addressed, and others that were addressed that need greater in-depth attention.

Educating Alaska's youth is one of the most important agendas before educators and policy makers. It is not a simple challenge. Establishing a Joint Committee on School Performance to continue the initial work of the Senate Special Committee would continue to focus a spotlight on school performance.

The Governor's Council would encourage passage of HCR 18.

Sincerely,


Ms. Rosie Peterson
Executive Director

North Slope Borough School District

RECEIVED

MAR 28



March 20, 1989

Representative Eileen MacLean
Alaska State Legislature
P.O. Box V
Juneau, Alaska 99811

Dear Representative MacLean:

The NSB School District is indeed supportive of House Concurrent Resolution 18, establishing a joint Committee on School Performance.

Enclosed is a copy of the District's educational philosophy and goals, which express the Board's belief that all children can learn and its commitment to establish high standards of academic excellence. School Policy IA establishing competencies for each grade level and secondary course is also enclosed.

For your additional information, I am enclosing graphs which show our students' academic growth during the 1987-88 school year, as a result of the ITBS scores.

If you need any assistance during the implementation process of the School Performance Committee's mission and goals, please be sure to request my help. As you know, the NSBSD is already implementing the effective school correlates in all of our classrooms. I am very interested in speaking to this aspect of School Performance in Alaska.

I look forward to hearing from you.

Sincerely,


Shirley Holloway, Ed.D.
Superintendent

BI/ma

Enclosures

cc: School Board members
Patsy Aamodt, Assistant Superintendent for Instruction
Brenda Itta, Special Assistant to the Superintendent
Ashley Reed, Lobbyist, NSBSD

The North Slope Borough School District

Is

Striving for Excellence



North Slope Borough School District
Shirley J. Holloway, Superintendent
Pouch 169
Barrow, AK 99723

(907)852-5311

EDUCATIONAL PHILOSOPHY

Education, a lifelong process, is the sum of learning acquired through interaction with one's environment, family, community members, schools and other institutions and agencies. Within the Home Rule Municipality of the North Slope Borough, "schooling" is the specific, mandated responsibility of the North Slope Borough School District Board of Education.

The Board of Education is committed to providing academic excellence in the "schooling" environment. This commitment to academic excellence shall focus on the learner, recognizing that each student brings to the "schooling" environment his own interests, learning styles, cultural background and abilities.

Adopted: 10/13/76

Revised: 2/10/86

Revised: 8/11/87

SCHOOL DISTRICT GOALS

The Board believes the "education" of the children on the North Slope is everyone's responsibility. The "schooling" of children is the responsibility of the North Slope Borough School District Board of Education. The Board is committed to working in cooperation and unity with parents to assist students in reaching their maximum potential.

The Board believes ALL children can learn and is committed to providing quality schooling. This quality schooling means establishing standards of excellence for students with the expectation that all children can achieve.

The Board is committed to the achievement of the following goals:

1. Upon completion of elementary school, students will have MASTERED the basic skills: reading, language arts, math and computer technology at a level necessary for entering high school classes. Because of the unique cultural environment of the North Slope Borough School District, students will be offered the opportunity to gain skills in subsistence hunting, fishing and other skills related to the maintenance of the Inupiat lifestyle and oral fluency of the Inupiaq language. These opportunities will promote participation of students in the Inupiat traditional lifestyle.
2. Upon completion of high school, students will have mastered the competencies necessary to succeed in college, vocational training or work. In addition, students will have had the opportunity to acquire skills in the Inupiat traditional lifestyle.
3. Upon completion of high school, students will have developed the self confidence and responsibility to enable them to be happy, productive citizens in their community, state and nation.

Adopted: 8/13/84
Revised: 2/10/86
Revised: 8/11/87

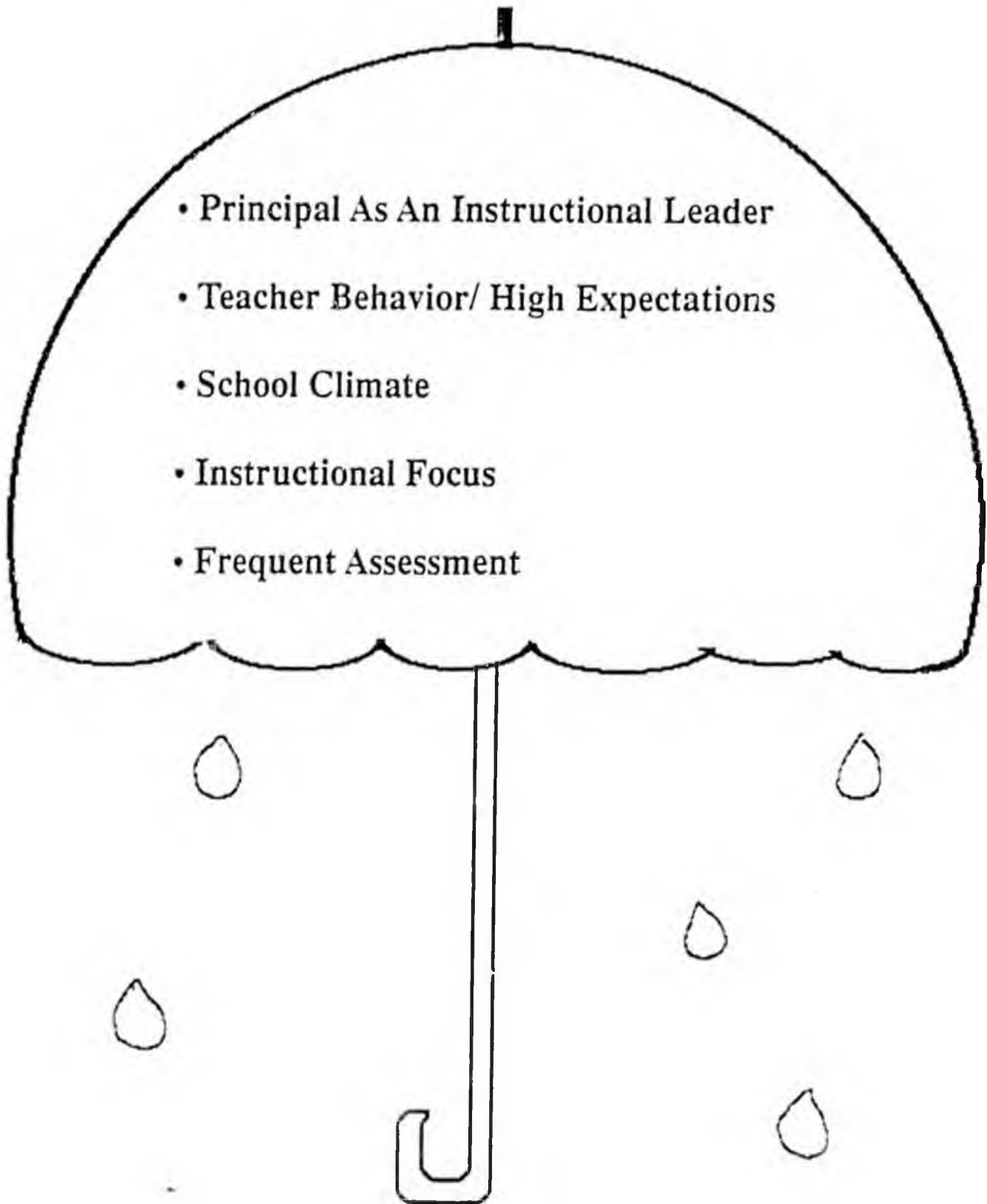
PHILOSOPHICAL PREMISES:

**• All Students Can Learn
and Succeed**

• Success Causes Further Success

**• Schools Control the
The Conditions of Success**

EFFECTIVE SCHOOLS



“Are We Really Involving Everyone In The Definition of School Effectiveness?”

EXHIBIT #1

EFFECTIVE SCHOOL CORRELATES

Definitions and Attributes

CORRELATE: INSTRUCTIONAL LEADERSHIP

Definition: The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, community and students and who understands and applies the characteristics of the instructional program of the school.

- Attributes:**
- The instructional leader defines the mission.
 - The instructional leader manages the curriculum and instruction.
 - The instructional leader communicates with school and community.

CORRELATE: INSTRUCTIONAL FOCUS

Definition: There is a clearly articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, objectives, priorities, assessment procedures and accountability. There is also a

collaborative planning process in place which is designed to improve student performance

- Attributes:**
- Teachers and administrators have established a clearly defined school mission
 - A belief that all children can learn is maintained.
 - The school mission is collaboratively developed into goals and objectives
 - Educators are held accountable for student learning
 - A sense of total commitment for school and community can be observed.
 - A basic standardized curriculum that reflects the school's goal is in place.

CORRELATE: MEASUREMENT

Definition: Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher made tests, informal teacher observations and assessment, mastery skills checklists, criterion referenced tests and norm-references tests are used. Other sources of data which are not test related such as attendance data and dropout rates are also appropriate. The results of testing and other available data are used to improve individual student performance and the instructional program

- Attributes:**
- A commitment to use multiple sources of data to monitor students academic progress and instructional programs is evident
 - Collected data is disaggregated into useful categories
 - Measurement decisions reflect school district's goals and priorities.
 - Modifications of the instructional program results as a consequence of analyzing the data collected

CORRELATE: HIGH EXPECTATIONS

Definition: The school displays a climate of expectations in which staff believes and demonstrates that all students can attain mastery of basic skills and that the staff has the capability to help students achieve such mastery

- Attributes:**
- The belief all students can learn is shared by community, staff, students and administration.
 - Clearly defined schoolwide policies are written to address discipline, attendance and instruction
 - Teachers and administrators demonstrate an

awareness of biases held towards low SES, race, gender, and individual capabilities.

- Teachers are held accountable to ensure there is engaged academic learning time for all students.

CORRELATE: SCHOOL CLIMATE

Definition: There is an atmosphere which is orderly without being rigid, quiet without being oppressive, and generally conducive to teaching and learning. The school has a pleasant, clean, and safe environment.

- Attributes:**
- The environment is businesslike and conducive to learning
 - Facilities are clean and in good repair.
 - Students, faculty, and administration respect property and the rights of others to learn.
 - Clear rules, policies, and expectations are in place.

SCHOOL/PARENTAL/COMMUNITY INVOLVEMENT

Although not usually considered a separate correlate, higher achieving schools have a close cooperative relationship with parents and community. This is manifested through the following attributes:

- Correlate: Instructional Leadership**
- The instructional leader communicates with school and community
 - The instructional leader involves the community and reports student achievement.

- Correlate: Instructional Focus**
- A sense of total commitment from school and community can be observed
 - The media is informed of the school's mission.

- Correlate: High Expectations**
- The belief all students can learn is shared by community, staff, students, and administration.
 - Teachers and administrators provide quality feedback to students, parents, and community.
 - Teachers and administrators communicate schoolwide policies consistently to students and community.

- Correlate: School Climate**
- Faculty, students and community work together to make school a pleasant place

- Correlate: Measurement**
- Parents and the community are kept aware of student academic progress.

INSTRUCTIONAL GOALS

Competencies will be established for each grade level and secondary course. At key stages of a student's academic experience competency based examinations will be given to determine the student's acquisition of basic skills. If students do not meet the basic skills criterion, additional support/program will be provided.

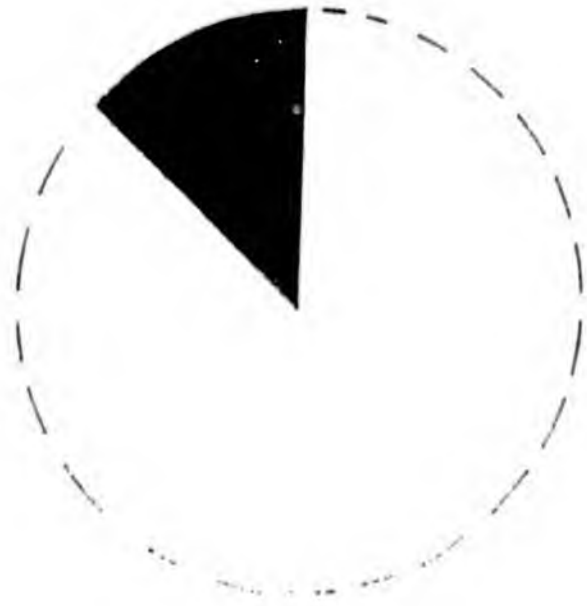
Adopted: 2/10/86

ACADEMIC GROWTH 1987 -88



60% OF ALL SCORES INCREASED MORE THAN ONE YEAR.

ACADEMIC GROWTH 1987 - 88



13% OF ALL SCORES INCREASED MORE THAN TWO YEARS.

ACADEMIC GROWTH 1987 - 88



82% OF ALL SCORES INCREASED.

North Slope Borough School District

Number of College Students Provided Support Via North Slope Borough School District Guidance and Counselling Program:

As of February 1989: 78 students

- 1 part-time
- 2 in Vocational Technical Programs
- 2 graduate students
- 73 full-time undergraduate students

Of 78 students, 58 are Native students

ALASKA FEDERATION OF NATIVES, INC.

411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3611



March 15, 1989

Rep. Sileen MacLean
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

I am writing on behalf of the Alaska Federation of Natives to support House Concurrent Resolution 18 that would establish the Joint Committee on School Performance.

The establishment of this committee to continue the important work of the Special Senate Committee on School Performance has received wide support in the Native community. Delegates attending the 1988 AFN Convention recommended that such a committee be established through passage of Resolution 88-38. I have enclosed a copy of this resolution which outline the convention support.

If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

Janie Loask
President

enclosure

ALASKA FEDERATION OF NATIVES, INC.

1988 ANNUAL CONVENTION

RESOLUTION NO. 98-98

A resolution urging the 16th Alaska Legislature to help assure improvements in public schooling by continuing the work of the Senate Special Committee on School Performance.

Whereas, test data and other estimates of school performance indicate that several thousands of Alaska's students will face difficulties in successfully moving on to their next level of education, or obtaining work at reasonable wages, or in other ways shaping worthwhile and satisfying lives for themselves; and

Whereas, these circumstances led the Senate, during the 15th Legislature, to establish a Senate Special Committee on School Performance to explore what steps should be taken by the State to help assure that all children and youth benefit from schooling; and

Whereas, that committee, chaired by Senator Willie Hensley of Kotzebue, has gathered information relating to issues of school performance and has disseminated it to key organizations, stimulating broad interest in improving education in Alaska; and

Whereas, that committee has conducted the first two of five planned hearings at which students, parents, and educators have identified issues and proposed actions that promise improvements in schooling; and

Whereas, at its first hearing alone, the committee heard nineteen hours of testimony from persons across the state on the needs for improvements in the education of Natives and other minorities; and

Whereas, the State Board of Education has a broad agenda of initiatives that it is pursuing toward the improvement of public education; and

Whereas, these undertakings by the Board, and other organizations that aspire to help make schools more effective, would be immeasurably enhanced by sustaining the efforts now underway by the Senate Special Committee on School Performance.

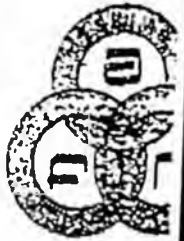
BE IT RESOLVED, the Alaska Federation of Natives strongly urges the 16th Alaska Legislature to continue the work of the Senate Special Committee on School Performance by establishing a Special Committee on School Performance.

COMMITTEE RECOMMENDATION: DO PASS

CONVENTION ACTION: PASSED

ALASKA FEDERATION OF NATIVES, INC.

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If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

Janie Leask
President

enclosure

ALASKA FEDERATION OF NATIVES, INC.

1988 ANNUAL CONVENTION

RESOLUTION NO. 88- 38

A resolution urging the 16th Alaska Legislature to help assure improvements in public schooling by continuing the work of the Senate Special Committee on School Performance.

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ALASKA FEDERATION OF NATIVES, INC.

411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3611



Recd
3/17/89

March 15, 1989

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P.O. Box V
Juneau, AK 99811

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If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

A handwritten signature in cursive script that reads 'Janie Leask'.

Janie Leask
President

enclosure

Northwest Arctic Borough School District
BOX 51
KOTZEBUE, ALASKA 99752
(907) 442-3472

RECEIVED

MAR 28 1989



March 22, 1989

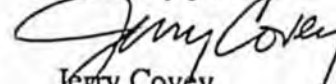
Representative Eileen MacLean
Alaska State House
P.O. Box V
Juneau, AK 99811

Dear Eileen:

I have had an opportunity to review House Concurrent Resolution 18 establishing the Joint Committee on School Performance. We are in support of establishing a Joint Committee of School Performance to continue the work of the Senate Special Committee examining and responding to the concerns expressed by the public during the public testimony given to the Senate Special Committee.

If you wish further information from us concerning the establishment of this joint committee please contact me at your convenience.

Sincerely yours,


Jerry Covey
Superintendent



Tanana Chiefs Conference, Inc.



201 First Avenue
Fairbanks, Alaska 99701-4897
(907) 452-8251

Position Statement
House Concurrent Resolution No. 18

The Tanana Chiefs Conference, Inc. Education Department strongly supports House Concurrent Resolution No. 18.

TCC is supportive of the establishment of a Joint Committee on School Performance to address the legislative monitoring and implementation of the major recommendations contained in the Report of the Senate Special Committee on School Performance. However, we would like to expand and extend the scope and purpose of the committee.

Because of the multi-year effort of effective school reform, TCC would like to respectfully suggest that the Joint Committee on School Performance be instituted into the legislative process on a permanent basis, and that this committee spend time, starting with the 17th legislative session, to obtain additional testimony from the public sector on any educational issues that needs to be monitored and/or implemented by the 18th legislative session. A pattern can be established by the committee whereby one legislative session would be spent in listening to testimonies of interested educators on a statewide basis, and the next session, in working with other legislative people, to implement new programs and monitor on-going programs.

Although, Alaska has initiated effective school reform within the past year, specifically, in the areas of elementary and secondary education, the TCC recognizes that there are a myriad of crucial educational concerns yet to be addressed on a statewide basis.

We must still resolve how we are going to deal with the tough issue of students dropping out of high school, and the resultant issue of the types of short and long term planning and programs that should be implemented to build up the self-esteem of all students. Perhaps, we need, simultaneously, to review and examine the curriculum on a village-by-village basis to ensure the immediate incorporation of cultural values and traditions into every course by every teacher in every school. These two concerns, although pressing, are no more and no less crucial than the other acute educational issues facing us in the years to come.



Alaska State Legislature

Please enter into the record my testimony to the House Health, Education & Social Services
 committee on HCR 18 committee name
 committee on HB, 33, 198, 203, 231, 251, 252 dated 3-31-89
 bill/subject

It amazes me that our legislature can come to us requesting our input on how we would cut necessary services to our people and then turn around and giving one of our biggest industries an unnecessary Tax Credit. What types of services will be cut from the budget when the fishing industry takes advantage of this tax credit? I hope it will only come out of the Fish & Game budgets. It is my feeling that if budget cuts are going to be necessary, HB. 33 should be scraped. At least until we come on better Times.

See attached sheets.

Signed: Darryl Trigg Darryl Trigg
 Testifier Nome Eskimo Community Nome Eskimo Community
 Representing (Optional) Box 401, Nome, AK 99762
P.O. Box 401, Nome, ALASKA 99762
 Address (907) 443-2246 443-2246
 Phone No.

TESTIMONY RE: HB's 198, 203, 291, 251, 252

In regards to HB 198, I feel it is a good bill, but needs under Section 1 an additional sub paragraph that states: -

"(5) For not having a sufficient number of their students passing a test admitting them to the next higher grade."

Section 2 should read "The amendment to AS 14.20.175 made by sec. 1 of this Act, applies to all Teachers and administrators hired by a school district prior to and after the effective date of this act.

Subparagraph (5) is suggested because we feel that too many of our students are "socially" rather than "academically" promoted into higher grades. The Nome school district has many high school level students who still are only capable of reading at 3-7 grade levels.

The only problem I see with H.B. 203, is that it does not address non-degreed bilingual Teachers. It is my feeling that they are grossly unrecognized and often under paid.

HCR 18, is, in my opinion, a work of Art with the exception of the last "be it further resolved." This should be an ongoing action.

H.B. 231 is long over due. It is our feeling that Section 14.03.015, sub paragraph (3) (4) should include in each grade level, "Entrance and Exit" exams that show our students have actually achieved the academic skills necessary to advance to the next grade level.

HB 252

It is the feeling of Nome Eskimo Community that should it become necessary to institute an income tax, that the Longevity Bonus, Property Tax exemptions and the State Dividend check be exempt from taxation. In other words, that income taxes only be levied on earned income and/or wages. We feel that many dollars could be shaved from the budget if the Legislature would study the state hierarchy's and delete all or most of the "pork barrel" positions and administrative costs that were created in times of plenty. Nome Eskimo Community requests that all other sources of revenue and budget cuts be reviewed before an Income Tax is initiated.

We here at Nome Eskimo Community feel the H.B. 251 is supportable and would like to see it + Educational Programs reduce (4

the uneducational "soap" programs.



Alaska State Legislature

Please enter into the record my testimony to the Education
 committee name
 HB 203- HCR
 committee on HB 231 and HB 18, dated 31 March 1989
 bill/subject

I strongly support HB 231 and HB 18. The State needs a policy on effective education. Please see the attached statistics on Native children in Nome Public Schools. To summarize 65% of them are below grade level (they make up 71% of total enrollment). When there are so many students below grade level the school district needs to have requirements to rectify the situation over a period of time. Nome has some of the highest paid teachers in the state. Look at our statistics. We need more ^{developed} curriculum used by regular classroom teachers, dealing with Native culture, issues, and history and for ~~Bilingual~~ ^{Native} Language and Culture instructors. The State of Alaska needs a strong policy statement on EQUITABLE education - see attached parent comments from our surveys. That is one reason why our children do so poorly. They ^{some} are treated differently by some teachers. We put so much money into education yet something is not being done right for Native students. There needs to be more integration of culture curriculum into regular curriculum. The state should have a policy of offering Native language instruction as foreign language credit.

Signed: Eileen Norbert - Coordinator
 Testifier Native Programs/Nome Public Schools
 Native Programs (Bilingual, Indian Education, DOM & Migrant)
 Representing (Optional) Box 131, Nome, AK 99762
 P.O. Box 131, Nome, AK 99762
 Address 443-2231 443-2201
 Phone No.

6

SOME STATISTICS ON NATIVE STUDENTS

Total Native enrollment in grades K-12, including the Alternative Correspondence School 540 (70% of total Nome Public Schools enrollment)

- 20% of elementary students below grade level
- 45% of jr/high students at least TWO grade levels below
- 54% (118) of jr/high students received deficiency notices
-there were a total of 123 notices sent out-

these students received a total of 206 deficiencies

- 152 (74%) for poor test scores
- 115 (56%) for inadequate written homework
- 91 (45%) for inadequate preparation for class
- 82 (40%) for lack of serious approach to study
- 65 (32%) for poor attendance/lateness
- 68 (33%) for lack of effective motivation
- 51 (25%) for lack of attention or participation
- 3 (2%) for poor aptitude in subject and one for inadequate foundation in subject

BY SUBJECT

- 44% (87) in English
- 21% (40) in math
- 11% (22) in science
- 9% (17) in social sciences
- 9% (17) in PE
- 8% (15) in other (home ec, family life, typing etc.)

BY STUDENT FOR DEFICIENCY

- 101 (66%) for poor test scores
- 85 (72%) for inadequate written homework
- 65 (55%) for inadequate preparation for class
- 60 (51%) for lack of serious approach to study
- 40 (34%) for poor attendance/lateness
- 54 (47%) for for lack of effective motivation
- 38 (32%) for for lack of attention or participation
- 2 (1.7%) for poor aptitude in subject
- 1 for inadequate foundation in subject

1.75 average deficiencies per student received
2.3 average deficiencies received by students with attendance/lateness problems

BY GRADE

12 seventh
33 eighth
25 ninth
13 tenth
18 eleventh
22 twelveth

DROPOUTS

one dropout from regular high school
five dropouts from Alternative High School
Three seniors will not be graduating because of lack of credits
Two seniors are marginal, they must pass every course and are receiving tutorial help

ALTERNATIVE CORRESPONDENCE SCHOOL

11 students are below the 3rd grade reading level
3 students are below the 4th grade reading level
3 students are below the 5th grade reading level
3 students are below the 6th grade reading level
5 students are below the 7th grade reading level
8 students are below the 7th grade reading level

- a) parent - 27
 c) parent/teacher - 2
 c) teacher - 1

Native Programs Survey
 Sent out 90 - May 31, 1988

Please Circle the number which rates the program according to the importance you feel it should have. Will you please rate these as (1) very important, (2) important, (3) less important, and (4) not important.

GOALS & OBJECTIVES

Develop academic skills (math, reading, language, science, etc.)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	25 (93%)	1	1	
T=	3			1

Develop social skills (listening, speaking, self-confidence, etc.)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	18 (67%)	8 (31%)	1	
T=	2	2		

Develop life skills (job preparation, decision-making, vocational education)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	17 (66%)	8 (31%)	1	
T=	1	2		1

Develop knowledge of and pride in Native culture and heritage (and in current Native issues) (teachers tool)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	14 (59%)	3 (13%)	5 (21%)	2
T=	1	2		1

TUTOR PROGRAM

Basic skills, tutoring in math

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	17 (66%)	7 (30%)	1	1
T=		2	1	

Basic skills, tutoring in reading

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	18 (70%)	6 (23%)	1	1
T=	3		1	

Basic skills, tutoring in language arts

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	12 (47%)	8 (31%)	4 (20%)	1
T=		2	1	

Basic skills, tutoring in writing

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	12 (46%)	9 (35%)	3 (12%)	1
T=		1	2	1

Tutor in any subject student needs help in

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	15 (58%)	10 (39%)	1	
T=	1	1	1	1

TUTOR PROGRAM (continued)

Tutoring during school hours

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	15 (628)	7 (278)	3 (118)	
T=	1	1	1	1

Tutoring after school hours

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	10 (398)	8 (318)	6 (238)	2 (68)
T=	1	3		

Preschool Aide (helps teacher with preschool children in school readiness skills)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	13 (528)	5 (208)	6 (248)	1
T=	1	2	1	

Communication between tutors & parents

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	13 (528)	10 (408)	2 (88)	
T=	1	1	2	

HOME SCHOOL COORDINATOR/COUNSELING

Home visits by Home School Coordinator

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	3 (138)	11 (468)	9 (388)	1
T=	1	3		

Counseling services for students at all grade levels

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	15 (588)	6 (236)	4 (158)	1
T=	2	1	1	

Special help for potential drop-outs

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	14 (568)	6 (248)	4 (168)	1
T=		3		1

Alcohol and drug prevention awareness among school age population

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	14 (588)	6 (258)	3 (138)	1
T=	1	2		1

Child abuse prevention

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	14 (568)	8 (328)	3 (128)	
T=	2	1		1

Career counseling

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	13 (528)	6 (248)	5 (208)	1
T=	1	2	1	

CULTURAL KNOWLEDGE/ENRICHMENT

Native language instruction in Inupiaq

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	9 (36%)	6 (24%)	5 (20%)	5 (20%)
T=		3	1	

Native language instruction in Siberian Yupik

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	6 (24%)	9 (36%)	4 (16%)	6 (24%)
T=	1	2	1	

Curriculum and materials development on Native cultures

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	14 (56%)	1	6 (24%)	4 (16%)
T=		3	1	

Land claims/Native corporations, Native issues

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	12 (48%)	6 (24%)	5 (20%)	3 (12%)
T=	2	1	1	

PARENT INVOLVEMENT

Parent training on discipline, drugs, alcohol

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	11 (44%)	9 (36%)	4 (16%)	2 (8%)
T=	2		1	1

Parent training on helping their children with schoolwork, study habits

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	9 (36%)	11 (44%)	3 (12%)	2 (8%)
T=	1	2		1

Communication between home and school

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	15 (60%)	7 (28%)	2 (8%)	2 (8%)
T=	1	1	1	1

Native Parent Committee

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	11 (44%)	6 (24%)	4 (16%)	5 (20%)
T=	1	2		1

PARENTS

COMMENTS-SECTION III
Other Services

1. Pride is lacking in many students. They need to achieve feelings of self worth, equality, confidence.
2. Consumer Education under Extracurricular Activities.
3. Teacher aids from students enrolled in Exceed etc?
4. Good teachers who are not just in it for the money. The teachers at the Nome Public Schools make to much money!!
5. Teacher evaluation, to hell with tenour (sp?). If a teacher is worthless & overpaid, then can them.
6. How you are going to get from here to there.
7. School Social workers.
8. The bus rides are hectic, kids are noisey. Extracurricular activities need to have other activities besides basketball continues sponsoring dances. Should have class gatherings, i.e. pizza feeds, video nights, comic book or cassette tape trade-a-shows, or "putting-on-the kids".

PARENTS

COMMENTS-SECTION V

What Keeps Students From Learning? Others

1. Teachers who drink & go school hangover & shaking.
2. To my knowledge, my children aren't into drugs & alcohol. Let's hope it stays that way.
3. Role models. Students see very poor role models in their teachers. Alcoholics/smokers/moneygrubbers. Bar hoppers.
4. Communication problems between students & teachers. Knowing the Rules - Rules should be the same in all classes with ALL the teachers.
5. In order to learn in school you need discipline in the home and school. I don't mean abuse. I mean discipline with guidelines.
6. I know the 05% of teachers I had were good, the other 95% only collected paychecks. Teacher attitude is a students biggest problem.
7. Community support.
8. No goal is presented, no opportunity to see the need for effort in an area like Algebra or Grammar or History ever arises. The wealth of literature on the market in the form of News Papers, Magazines, with pertinent articles are ignored in favor of work books. These are sterile.
9. Emotional Maturity.
10. The biggest problem is many teachers don't care. The school is an hostile environment to students & parents. Many students & their parents don't care also. The parents are into bars, bingo & booze. The students into playing out late, booze & drugs.
11. A teacher that is boring to a student - who normally gets good grades. More teachers discipline in student work habits.
12. This question is poorly asked - depending on the child & their problem & home life will reflect the answer of why the child doesn't learn. They all enter into how students learn. Excluding teachers - the quality of the teacher depends on whether many students learn - children at a "normal" home life - aren't motivated & desire to learn by poor teachers - or teachers bringing their problems to the class room.
13. Kids have no idea how Education will help them until after their out of school and working. The people that quit school work for peanuts and those who continue their Education make out like fat rats.
14. Teachers need to promote interest in students. A good teacher can almost teach anyone.

PARENTS

COMMENTS-SECTION V

What Keeps Students From Learning
Others Cont.

15. Lovable Teacher's for our Native childrens.
16. Family violence, teacher interest. Respect.

PARENTS

COMMENTS-SECTION V
What Keeps Students From Learning?
Other Comments

1. Having a goal in life is important. And knowing what is required to reach a goal or job is helpful.
2. Students must experience success and they must be introduced to failure. They must never leave a subject without a mastery of it.
3. An encouraging "SMART" teacher can influence a kid really well. A teacher who gold mines or does other summer jobs only give 3/4%. Teachers are paid for the whole year & should work the whole year.
4. I have a shy 9th grade girl - she needs an Adult "friend" in the school building. Some one she could SAY: "Hi" to or confide with.
5. Some teachers come to school with booze on their breath. Real poor examples for the students to follow.
6. Get rid of all teachers who drink. It's a big lie having drunk teachers and try to put this sheet of paper out.
7. Maybe not encouraging the children and giving them credit for what they have learned.
8. I feel if a student has a potential to learn more, the teacher should see the need to expose the child to a higher advanced level and not to think that just because the other children in the same class are "just learning their a, b, c's, the student has to suffer".
9. Students in Jr. High or High School should not repeat subjects when they are more advanced than other students. Advanced students should be allowed to choose classes that are more challenging and interesting. Example: Jr. High students should not have to repeat basic science in High School but Advanced Science.
10. I think this survey is a good idea. I'd like to have some feedback on it.
11. So we'll have less drop out from our school.
12. Nome Beltz teachers have No Pride as educators. The teachers are very poor role models, with extremely low standards. None Beltz School Board members do not know how to function as school policy makers where student achievement(s) are concerned.

STUDENT COMMENTS

Section 5 - What keeps students from learning

1. Interfearence w/other peopel like brothers
2. Teachers don't make the classes that fun so what interest do we have.
3. Like getting bored in class shen the teacher is speaking
4. A loss of relative or good friend.
5. Too may convieniences such as t.v., rec. center, 4 wheelers, etc.
6. Personal problems.
7. Depression.
8. If you already know what the teacher is teaching, you might be bored out of your brains.
9. Not getting enough sleep.
10. What other people think of you.
11. Teachers
12. Not the right skills being taught to study.
13. Music.
14. Some of the teachers don't seem to care if you are failing, they seem to enjoy it.
15. People like teachers telling you what you should do, and what you can't or haven't done.
16. Don't want to, lack of motivation.
17. Not really understanding what the teachers say and don't have time to come in mornings or after school to speak to them.

NANA REGIONAL CORPORATION, INC.

POST OFFICE BOX 49 / KOTZEBUE, ALASKA 99752 / TELEPHONE (907) 442-3301



March 31, 1989

Representative Eileen McLean
Pouch V
Juneau, Alaska 99811

Dear Eileen:

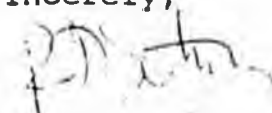
As the opportunity to comment on House Concurrent Resolution 18 is offered, here are my comments pertaining to this resolution.

First of all, in relation to teacher certification, there should be required cross cultural training or inservice for the teachers who intend to teach in rural areas of the state. It is a real disservice to two way communications if the prevalent attitude is one that does not consider local customs and lifeways.

The tenure requirements need to be overhauled, as well. Instead of a two year vesting requirement, a five year wait should be mandatory, as something as important as evaluation of teacher performances locally is of utmost concern, and five years would serve to extend the time needed to fully evaluate not only teaching skills, but other areas of equal concern such as social adjustment and soforth.

The collective bargaining issue is an unfortunate one. If teachers wind up having to use a union to promote their interests, such as compensation, then it seems that in some ways that this would be self defeating. As an example, if higher wages for teachers were sought, that the dollar amount appropriated to school districts would either have to reduce its teaching staff or reduce programs to rob the district of academic credential, so to speak. If the teachers union were to have collective bargaining powers, then they should give up tenure. If given both, the checks and balances that allow negotiation for education for the dollar will be clearly stacked in favor of harming the situation as it exists now. This concludes my comments.

Sincerely,


Pete Schaeffer
Vice President



ASSOCIATION OF ALASKA SCHOOL BOARDS

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4/10/89

POSITION PAPER

The Association of Alaska School Boards supports HCR 18 Establishing the Joint Committee on School Performance.

AASB believes that some of the current proposed legislation could have a tremendous impact on the quality of Alaska education for many years to come. It is paramount that these issues get adequate hearings and public input before being decided upon.

The whole issue of school reform is complex and deserves careful attention and far-sighted recommendations. The original Senate Special Committee on School Performance did an admirable job of identifying areas particularly critical for improvement of Alaska's schools, but they themselves recognized that they had barely made a beginning.

AASB believes a special committee, conducting in-depth research on the many intertwined issues that affect public education, is an excellent way to begin education reform in Alaska.